

The Programmes must be used in conjunction with *Home Education, School Education and Parents and Children* (see N.B. 3).

Programme 122†

L₃

(January to March, 1932.
April to July, 1932, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM III. (A & B).

(Ages 11 to 13).

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in the book used) must be read
and narrated first.

A & B. *Old Testament History*,[‡] by J. M. Hardwick and H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp. 9-100; text only. (Teacher use introductions and appendices). *The Life of our Lord* (continuous Gospel narrative compiled by R. G. Ponsonby, Bell, 2/6), pp. 1-69 inclusive.

A. *The Saviour of the World*,[‡] Vol. III. (P.N.E.U. Office, 3/-), pp. 66-126, with Bible passages from the index.

A & B. For reference: Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. Philip's *Handy Scripture Atlas*^{*} (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*). *Helps to the Study of the Bible* (Oxford Press, New Edition, 8/6).

For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary, B.R.F., 19 Old Queen Street, London, S.W. 1 (2/6 a year), or, *Lectiones, 1932* (Spottiswoode, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening schools (S.C.M., 3/-).

† The 122nd term of work set since the Parents' Union School began

For Sunday Reading: *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). *The Pilgrim's Progress*, Part I. (Oxford Press, 3/6, or, Nelson, 1/3). *Longfellow's Poems* (Oxford Press, 3/6). *Pioneering for Peace* (League of Nations), by Hebe Spaul (Sheldon Press, 2/-), pp. 76-162. *The Roll Call of Honour*, by Sir A. F. Quiller-Couch (Nelson, 1/6), pp. 1-99. *Sunday Occupations: A Book of Centuries* (see under General History). Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject. Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under Literature should be followed.

Webster's Little Gem Dictionary (Bell, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see *Our Work*, January *Parents' Review*).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A New Junior English Grammar,* by R. B. Morgan (Murray, 2/-), (A), pp. 75-88; (B), 27-43, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), (A), pp. 49-56; (B), pp. 19-33.

Beginners work through *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B. 1.)

A *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 305-318 and 356-395.

A & B *Shakespeare's Twelfth Night*,* (Blackie, Plain-text, 6d.). Scott's *Legend of Montrose*,* (Nelson, 1/8). Longfellow's *The Courtship of Miles Standish*,* (Blackie, 1/-, or Oxford Press, Complete Poems, 3/6). Read poetry daily.

Palgrave's Golden Treasury,* (with Part V., modern poetry, Macmillan, 2/-).

A Literary and Historical Atlas of Europe, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

A & B *A History of England*,* by Cyril Robinson, Vol. II., (Methuen, 3/6), pp. 116-187 (1625-1660), [or use Arnold-Forster's *A History of England*,* (Cassell, 8/6), pp. 394-398 and 428-494 (1587-1649).]

Make summaries of events and dates, and begin a chart of the 17th Century (see Robinson and Arnold-Forster, and *History Charts*, P.N.E.U. Office, 6d.).

Read the daily news and keep a calendar of events.

Take *The Home and Class Room Section of The Times* (Times Office direct, 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part V. (17th Century), (Batsford, 3/-).

General History.

A *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 65-99. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 126-166.

Teacher will find useful Quennell's *Everyday Life in Homeric Greece* (Batsford, 7/6); *Coloured Postcards, Set C* 9 (India), (British Museum, 2/6).

B *A First History of France*, by L. Creighton (Longmans, 5/-), pp. 177-198 (1584-1642). Read also Arnold-Forster, pp. 398-428.

A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6); see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. For reference, (A) *Guide to Greek and Roman Antiquities* (British Museum, 2/-), and *Postcards*, catalogue to be had from the Museum. (B) *Ancient Egypt*, by D. A. Mackenzie (Blackie, 1/3), pp. 42-82.

Citizenship.

A *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 24-47.

A & B North's *Plutarch's Lives: Pompey*,* (Blackie, 10d.), pp. 64-123. *Who is My Neighbour?*,* by H. Somerville, M.A. (Harding & More, 2/6), pp. 107-133.

A *Dictionary of Classical Names for English Readers*, by W. T. Jeffcott (Macmillan, 2/-), or Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

A For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography. 1

Local geography out-of-doors. Map questions as in the Ambleside Geography Book to be answered from map before each lesson; then reading and narration; memory sketch maps.

A & B *Ambleside Geography Book IV*,* 1928 edition, (Kegan Paul, 4/-), pp. 180-223 (Austria, Hungary, Czechoslovakia, Turkey).

A Geikie's *Physical Geography Primer* (Macmillan, 1/9), pp. 1-46.

A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* (1929 edition, 7/6). Teacher will find useful *Out-door Geography*, by H. Hatch (Blackie, 2/6).

Natural History, Botany and Geology.¹

A *Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 1-64.
B *Life and her Children*, by A. Buckley (Macmillan, 6/-), pp. 103-134.
A & B *The Study of Plant Life*,* by M. C. Stopes (Blackie, 6/-), pp. 1-50.
Keep a Nature Note-Book* (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to the season and climate, e.g., constellations, birds in the open, etc.
See *Nature Rambles*, Vol. I., *Winter to Spring*; also *Nature in the Garden*, Vol. I., *Early Days to Midsummer*, by Edward Step, F.L.S. (Warne, 2/6 each). S.N.S.U. Leaflets Nos. 45 and 49, *The Great Bear, etc.*, and 12 and 38, *Birds in the Open* (2d. each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may also be used.

General Science.

A *The Fairyland of Science*,* by A. Buckley (Macmillan, 6/-) pp. 100-149.

French.² (See N.B. 4.)

A & B *Nouveaux Pas en Français*,* by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 38-67, with grammar and exercises, or continue. Read and narrate only, *Renard et ses Confrères*,* by L. Chauveau, edited by L. K. Clarke (Dent, 1/9), pp. 1-46; parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

Latin. (See N.B. 4.)

A *A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§ 14-21.
B *Gradatim*,* by H. R. Heatley and M. N. Kingdon (Longmans, 2/-), pp. 25-34; or continue in *A Latin Book for Beginners*, Part I.

German.² (See N.B. 4.)

A *Primary German Course*,* by O. Siepmann (Macmillan, 4/-), lessons 1-3, inclusive, or continue.
Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested.
B *Ich Kann Deutsch Lesen*,* by G. Gladstone Solomon (Heinemann, 2/6), pp. 1-26.

or, Italian.² (See N.B. 4.)

A *Italian Lessons and Readings*,* by C. U. Clark (Harrap, 4/6), Lessons 13-15, or continue.

The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

¹ Overseas members see special leaflet.
² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Books III. and IV., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, for rapid mental work.
A (1st Term.) *Fundamental Arithmetic*, Book IV.* (U.L.P., Pupil's, 1/-), pp. 21-40, (Teacher's, 2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-), Exs. 196-210.
B (1st Term.) *Fundamental Arithmetic*, Book III. (Pupil's Book, 1/-), pp. 41-59, (Teacher's, 2/3), with *Arithmetical Dictation*, Book III. (1/-), Exs. 151-168.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

A *A Shorter School Geometry*,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6); pp. 57-59 and 98-116, or continue.
*The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

A & B *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell, 10d), pp. 22-35 (Ex. 51).

Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions of pictures by Corot* (P.N.E.U. Office, 2/- the set).

See the special notes for teachers only in the January *Parents' Review*; also *Home Education* and *School Education*.

Painting, etc.

Studies of trees in winter, moving figures. Original illustrations (e.g., of nursery rhymes) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see under *Our Work* in the January *Parents' Review*).

Teacher should consult *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

Music Appreciation.

The work of Brahms; see (a) article, and (b) *Our Work* in the January *Parents' Review*, for records suggested and Gramophone Clubs.

Music; Piano, etc.

In addition to usual work, choose and learn if possible a suitable composition by Brahms. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

Three English songs, and three French songs.
Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). *The Three R's in Music*, by A. Somervell (Boosey, 1/6), will also be found useful.
The Clarendon Song Books: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).
Fifty Steps in Sight-Singing, by Arthur Somervell, steps 39-40 (Curwen & Son, 2/6), with suitable exercises from *The Rapid Sight Reader*, by A. Somervell (Boosey, 3d.), e.g., exercises 96-103.

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 45, 46, 47, 48. (B learn two Psalms only.) Two hymns. A scene from the Shakespeare play, or, two poems.

Choose from *The Golden Treasury*, or from *Historical Lyrics and Ballads*, Book II. (Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B *Bulfinch's Age of Fable** (Dent, 2/-), pp. 97-127. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 46-88.
A *An Embassy to the Great Mogul*,* by Sir Thomas Roe (Blackie, 10d.).
B *Don Quixote** (Blackie, 10d., or, more complete, Wells, Gardner, 7/6).

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.
(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instruction and music for 6 dances. *Scandinavian Dances*, Series II. and III. (Ling Association, with instructions, 11d. each).
(c) Games: Netball; Lacrosse. See *Hints on Coaching Netball*, by B. Stempel (Ling Association, 1/6).

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Philip & Tacey, Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Cooking.

Catering for the Young, by D. Morton (Werner, Laurie, 2/6).

(c) Sewing: cut out and make a garment and do some embroidery.

Pattern Making and Cutting Out, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

(d) Knitting: knit a jumper.

(e) Basketwork: make three baskets. *Canework*, by C. Crampton (Dryad, 3/6).

or, (e) Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and Sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form III. lasts two years (ages 11-13). Where the same book is used in Form III. A & B, more advanced work should be expected from pupils in Form III.A. Form III.B is the old Second Year II.A. Second Year III. is now called IV.B. See special notice.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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FORM III. (A & B).

PUPILS' NAMES.....

Bible Lessons.

I. A & B 1. "And God remembered Noah . . . and the water asswaged." Describe the events that followed. What do you know of other stories of the Flood ?

2. Mention the chief events in the life of Abram up to the birth of Ishmael. Give in detail two stories showing why Abraham "was called the Friend of God."

A 3. Give the story of Cain and Abel, and say what lessons we may learn from it.

II. A & B 1. Give the story connected with **one** of the following quotations,—(a), "Thou shalt be silent and not able to speak"; (b), "The Spirit driveth Him forth into the wilderness"; (c), "Ye must be born anew"; (d), "To-day hath this Scripture been fulfilled in your ears."

2. Write a short account of John the Baptist and his work. What testimony did our Lord bear to him ?

A 3. Give and explain three of the parables of the "Kingdom of God."

Writing. (Writing is also considered in each answer.)

Write (A), ten, (B), six, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).

A & B Bulfinch's *Age of Fable*, page 320, "The unicorn . . . its fall."

Composition.

A & B Write in prose, or verse, upon **one** of the following,—
(a), "The Sailing of the Mayflower," (b), "The
Birthday of the Great Mogul," (c), "Minerva,"
(d), "The rencontre of Don Quixote with a strange
Knight," (e), "The wild winds of March."

English Grammar.

A & B 1. Analyse the following passage. Parse the words in italics,— "The great trees, which had looked shrunken and bare in the earlier months, had now burst into strong life and health. The earth had donned her mantle of brightest green and shed her richest perfumes abroad."

A 2. Write down sentences containing (a), nouns or pronouns in the nominative case (3 different ways), (b), nouns or pronouns in the dative case (3 sentences).

3. Write four sentences showing nouns in the genitive case.

B 2. Make sentences using four different kinds of adverbs.

Literature.

A & B 1. Describe a scene in which (a), "Malvolio," or, (b), "Sir Dugald Dalgetty," takes a part.

2. Give an account of **one** of the following,—(a), "Don Quixote and his squire with the goatherds," or, (b), "An adventure at the Inn."

A 3. What do you know of (a), "Rare Ben Jonson," or, (b), George Herbert and his work?

English History. (Answer three questions only.)

A & B 1. Write a short account of the difficulties James I. had to meet when he came to the throne.

2. Describe the way in which Charles I. set aside Magna Charta and became absolute king.

3. What difficulties led to the drawing up of the Petition of Right? Give the chief clauses.

4. What do you know of (a), Laud, (b), the Earl of Strafford?

5. Write what you know of **one** of the following,—(a), Some of the famous books, (b), the colleges and schools, (c), the calendar, in Tudor times.

General History.

A 1. What do you know about (a), the earliest "tyrants" in Hellas, or, (b), Peisistratus?

2. Write a short account of (a), Ala-ud-din, or, (b), Tamerlane.

B 1. Describe some of the "great things" which Henry IV. did for France.

2. What do you know of Cardinal Richelieu and his dealings with (a), nobles, and (b), other nations in Europe?

Citizenship.

A & B 1. Describe the third triumph of Pompey, and tell one story about Pompey and Cæsar to show why Plutarch said, "happy had it been for him if Pompey had died" at this time.

2. Mention some of the ways in which a good citizen must co-operate for the good of the country. What do you know about the Prince of Wales' call to service?

A 3. Explain how our sense of touch may be a good servant but a bad master. Mention some of the joys which our sense of hearing brings to us.

Geography.

A & B 1. What four new states now take the place of Austro-Hungary? Draw a rough sketch map of the four states, putting in their boundaries, two mountain chains, two rivers and six cities.

2. Describe a journey through some of the beautiful scenery of Austria.

A 3. How may we discover what air is made of? What is understood by (a), radiation, (b), evaporation and condensation? When may we see the effects of each?

Natural History.

A 1. Describe (a), the minnow, explaining how he lives, moves and breathes, (b), a fish of the deep-sea.

B 1. What do you know about (a), an oyster, or, (b), a snail? Drawings.

A & B 2. Describe the growth of a seedling you have watched. Drawings.

3. In what ways does the older plant get food?

General Science.

A 1. Write a short account of the way in which water carves out the surface of the earth.

or, I. Explain (a), how sound travels, and (b), how it reaches the ear.

French

A & B 1. Describe in French the picture on page 47 (Chapuzet).
 2. Rewrite *On Va au Village* (page 43) in the past tense,
 "Toute . . . la route."
 3. Write in French an incident from *Renard et ses Confrères*.

Latin

A 1. Write the Comparative and Superlative of the adjectives *brevis, facilis, bonus*, and of the adverbs *alte* and *male*.
 2. Translate: (1) The father says many things lest the boy should not hear. (2) (*In two ways*) He ordered him not to tell many stories. (3) The shores are very long and the water is much too deep.
 3. (i.) *A Latin Book for Beginners*, Part II., § 18. Translate lines 45-53, "Tabuerant . . . sepulti." (ii.) Read the Latin of (i.) again, then write a narration in Latin.
 B (*Gradatim*) 1. Decline (i.) "duo"; (ii.) the singular of "is."
 2. Translate; (1) We saw a great oak on a rock. (2) Open the doors, O faithful guardians. (3) Many years afterwards they came to a higher mountain.
 3. (i.) *Gradatim* § 44. Translate six lines from "Erat olim" to "delevit." (ii.) Read again the Latin of (i.) then write a narration in Latin.

German

A 1. Make six sentences in German about the picture on page 7 (*Siepmann*).
 2. Give the nominative and genitive singular, using the definite article, of the following nouns, — *Kopf, Bein, Zunge, Fuss, Kralle*.
 3. Use the indefinite article and a suitable adjective with each of the nouns in (2).
 Beginners. 1. Make ten sentences in German with the nouns given on page 5 (*Ich Kann Deutsch Lesen*).
 or, Italian

1. Use in sentences the Italian expressions of time for 10-05; 6-10; 8-35; 10-50; 9-00.
 2. Give (a), the present, (b), the imperfect indicative of the verbs *andare* and *venire*.
 3. Translate into Italian (a), as strong as a lion, (b), a more difficult problem, (c), a very happy child, (d), the longest road.

Arithmetic

A (1st term.) 1. In 1931, £1 = 124·20 francs; in 1932, £1 = 88 francs. Find to the nearest shilling how many francs were given in exchange for £4 : 10 in (a), 1931, (b), 1932.
 2. Find the cost of 12·25 dozen yards of muslin for acting dresses at 3½d. a yard.
 3. If 36 men have rations for 24 days, how long will the food last if 18 more men join them?
 B (1st term.) 1. Ninety-six people went by motor-bus; $\frac{2}{3}$ paid 1d. each, $\frac{3}{4}$ of the others paid 2d. each, and the rest 3d. each. How much money was taken?
 2. Divide 15/- between 3 boys, A, B, and C, so that A has 1/6 more than B, and B 9d. more than C.
 3. Find the difference between $\frac{2}{3}$ of 20 and $\frac{7}{8}$ of 20, and divide the answer by $2\frac{3}{16}$.

Geometry

A 1. To draw a straight line perpendicular to a given straight line at a given point in it.
 2. At a point O in a straight line AB to construct an angle of 45° .
 3. To construct a right-angled triangle ABC having given the hypotenuse (c) and one side (b).

Algebra

A & B 1. If $a=4$, $b=3$, $c=2$, write down the values of the following, — (i.) $4a \times 6b \div 2$.
 (ii.) $10 \times 8ab \times 6ac \div 2$.
 (iii.) $6a^3bc \div 3a^2c$.
 2. John cycles 8 miles due north, then 6 miles due south, then 12 miles due north. How far is he from his starting point and in what direction? Diagram.

Picture Study

Describe "Cows standing in a Marsh," by Corot.

Drawing. (All work should be done with brush and in colour.)
 Drawing. (All work should be done with brush and in colour.)
 1. (a), A tree study, indicating some special tree you have seen, or, (b), some twigs with leaf-buds.
 2. An illustration for (a), *Twelfth Night*, or, (b), Don Quixote.

Music Appreciation.
 What compositions by Brahms have you heard this term?
 Say what you can about one of them.

Recitations.*
 Father to choose two Bible passages, a poem from *The Golden Treasury*, or, a scene from *Twelfth Night*.

Reading. *

Father to choose a poem, and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song, and three exercises.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Thursday, March 17th, or Monday, March 28th. The examination should last a full school week. Papers to be posted on March 24th or April 2nd, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.**

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—**MEMBERS OVERSEAS** may send in examinations at the end of *any two* of the three terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.